

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup> :

### Holmes Elementary School

Mesa Unified District  
948 S. Horne, Mesa, AZ 85204-4122

- ☐ Excelling
- ☒ Improving
- ☐ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

**Principal:** Mr. Kevin J. Mendivil  
**Schedule:** 7:15 AM to 4:00 PM  
**Web Address:** [www.mpsaz.org/holmes/](http://www.mpsaz.org/holmes/)  
**E-mail:** [kjmendiv@mpsaz.org](mailto:kjmendiv@mpsaz.org)

**Grades:** Pre-K-6  
**2002 Enrollment:** 784  
**Phone:** (480) 472-5600  
**Fax:** (480) 472-5555

## ▼ School Overview ▼

### Mission

Holmes Elementary School has a primary mission for all students to achieve mastery of essential skills. All children can, and will, learn. This learning will be based upon the standards and objectives established by the State of Arizona and the Mesa Unified School District. Holmes School provides an instructional program integrating academic, social and life skills in a child-centered, risk-free environment.

### Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Team Teaching
- w Thematic Instruction

### School/Academic Goals

- w Students will improve their scores on the SAT9 and AIMS tests.
- w Students will practice math and reading using computer software for Accelerated Math and Reading.
- w Use of Emerging Language Learner classrooms to address needs of limited English proficiency students.
- w Continue to promote an environment conducive to open and friendly professional communication.

### Instructional Programs

- w Traditional Classrooms
- w Bilingual
- w Saturday School
- w On-site Special Education/SLD Resource
- w At-risk Preschool
- w Literature-based Instruction
- w Title I Computer Lab

### Enrollment

October 1, 2001 School Year Student Enrollment:	884
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	209

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

NDS = No Data Submitted    NR = No Response    NA = Not Applicable    ISD = Insufficient Data to Calculate Rate

## ▽ School Site Council ▽

### Council Composition

1 School Administrator(s)  
 1 Non-certified Employee(s)  
 4 Teacher(s)  
 4 Parent(s)  
 0 Community Member(s)  
 2 Student(s)

### Council Duties

w Homework Policies  
 w Attendance  
 w Student Discipline  
 w School Safety Issues  
 w Extracurricular Activities

## ▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	35.50
Other Professional Staff	4.50	Teacher Aide	20.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	3	1	0	1
7 to 9 years	0	2	0	1
10 or more years	5	21	0	0

## ▽ Shared Responsibilities ▽

### School

Holmes Elementary strives to provide a safe environment conducive to learning. Communication between school and home is achieved through newsletters, phone calls, conferences, Open House, Curriculum Night and Meet the Teacher Day. Parent participation is encouraged through the Site Council, PAC and volunteers.

### Parents

Holmes parents are responsible for supporting their child's education by ensuring regular and timely attendance, the completion of homework assignments and respect of school staff. Parents are expected to attend Parent/Teacher conferences and communicate openly with their child's teacher.

## ▽ Transportation Policy ▽

Busing is provided for all students who live more than one mile from the school to which they are assigned. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP. Holmes is primarily a walking school because of the boundaries MPS has set.

### ∨ Calendar Information ∨

**Number of Instruction Days:** 180      **First Day of School:** 8/15/02  
**Average Daily Instruction Time:** 6 hrs. 30 min.      **Last Day of School:** 5/29/03  
**Operates on Traditional Schedule**

#### Report Card Release Dates

10/25/02

1/24/03

3/14/03

5/29/03

### Additional Calendar/Report Card Information

### ∨ Resources Available at School Site ∨

#### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes

Lunch - Yes

Summer Food - Yes

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

#### Special Facilities

W PC Computer Lab

W Media Center

W Small theatre for student performances

W Multipurpose Room

#### Extracurricular Activities

W Student Council

W Orchestra, Band and Choral Groups

W Bicycles for Success

W Gardening Club

W Afterschool Sports

W Tutoring

W Yearbook

W Dropout Prevention Activity Groups

#### School/Community Resources

W Afterschool Program

W Breakfast Program

W Crisis Intervention

W Health Services

W Lunch Program

W Counseling Services

W Clothing/Food Banks

W Head Start

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |  |  |
|--|--|
| <p>w Holmes students are performing at potential as determined by MPS R&amp;E on district reading and writing testing, and above potential in math. 74% of measured students in the MAP analysis achieved one year's growth in math.</p> | <p>w Holmes School scored 95% on the Parent Quality Service Index, which means 95% of parents rated us A's or B's which is above average.</p>  |
| <p>w Community and Business Partnerships with Ford Motor Credit Company and the City of Mesa.</p>  | <p>w Holmes yearbook publication received an excellent rating. Fifth and sixth grade choir received Superior rating from music educators. Sports teams were awarded trophies and sportsmanship certificate for flag football and basketball.</p> |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	29.0 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	2.4 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	98.8 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	1.2 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Mesa Day Parade Float Award	2001
Bicycles for Success	2000
State Choral Superior Rating	2001
Golden Apple Award Nominees	2000

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	91	509	8%	31%	51%	11%
	State	58840	524	9%	17%	45%	29%
Writing	School	88	516	11%	25%	57%	7%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	90	505	10%	40%	37%	13%
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.  
A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

Reading	School	89	496	34%	19%	38%	9%
	State	61305	505	21%	20%	43%	15%
Writing	School	84	495	23%	27%	42%	8%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	92	506	5%	41%	14%	39%
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
<b>1</b>	Reading	--	--	--	--	--	--	--	--	--	69	57	60	--	--	--
<b>2</b>	Reading	--	--	--	100	42	50	53	51	52	57	43	53	60	56	57
	Language	--	--	--	100	26	40	65	28	43	63	20	44	65	39	48
	Mathematics	--	--	--	100	43	51	60	59	55	67	42	57	64	67	61
<b>3</b>	Reading	97	44	47	100	32	47	77	39	48	67	39	50	78	34	50
	Language	100	47	49	100	40	51	79	49	54	69	42	56	79	36	57
	Mathematics	100	53	46	100	38	49	79	53	52	69	52	54	81	44	56
<b>4</b>	Reading	89	48	53	100	41	54	76	44	54	68	40	55	64	40	55
	Language	98	43	47	100	38	49	81	41	48	79	35	50	66	37	50
	Mathematics	97	60	51	100	50	54	83	55	55	80	52	57	67	55	58
<b>5</b>	Reading	89	44	51	100	39	51	84	36	51	86	32	51	63	41	53
	Language	88	30	42	100	32	44	92	30	45	89	26	45	75	39	47
	Mathematics	89	44	51	100	41	54	90	51	55	89	47	57	78	58	59
<b>6</b>	Reading	98	52	53	100	56	54	90	46	53	84	42	54	70	42	56
	Language	94	39	41	100	37	44	93	34	44	90	30	45	70	36	47
	Mathematics	91	59	57	100	58	59	93	56	60	92	58	63	71	66	65

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>69</b>	<b>79</b>
<b>Grades 3-4</b>	<b>74</b>	<b>79</b>
<b>Grades 4-5</b>	<b>75</b>	<b>81</b>
<b>Grades 5-6</b>	<b>76</b>	<b>87</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Holmes Elementary School in Mesa, Arizona teaches students school procedures for classroom, playground and cafeteria behavior. Teachers, playground and cafeteria monitors enforce the school rules with support from the school principal. We enhance student opportunities to practice good behavior by providing social skills lessons and training.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,917	\$2,354,770
Classroom Supplies	\$35	\$28,316
Administration	\$414	\$333,928
Support Services-Students	\$140	\$113,225
Other Support Services and Operations	\$584	\$471,080
Total Expenditures- All Categories 2000-2001	\$4,090	\$3,301,319

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Cathy Ball	(480) 472-5690	
<b>Transportation Policy</b>	Community Relations	(480) 472-0222	
<b>Community Resources</b>	Cheryl Davis	(480) 472-5631	
<b>School Nutrition Programs</b>	Ana Elliott	(480) 472-5644	
<b>Parent Organization</b>	Cathy Ball	(480) 472-5690	
<b>Student Health/Nurse</b>	Kristi Johnston	(480) 472-5588	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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